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ABSTRACT

This booklet contains six easy plays written for educationally handicapped children. The plays are brief, use few characters and simple language and plots, and are based on fairy tales. Titles are: (1) "The Three Bears'" (2) "The Gingerbread Boy'" (3) "Little Red Riding Hood'" (4) "The Three Billy Goats Gruff'" (5) "Hansel and Gretel'" and (6) "The Pied Piper of Hamlin." Songs are included with some plays, as are instructions for dance. Suggestions are presented for scenery, rehearsals, and play presentation. (CB)

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THE THREE BEARS

and Other Plays

by **DHYAN CASSIE**

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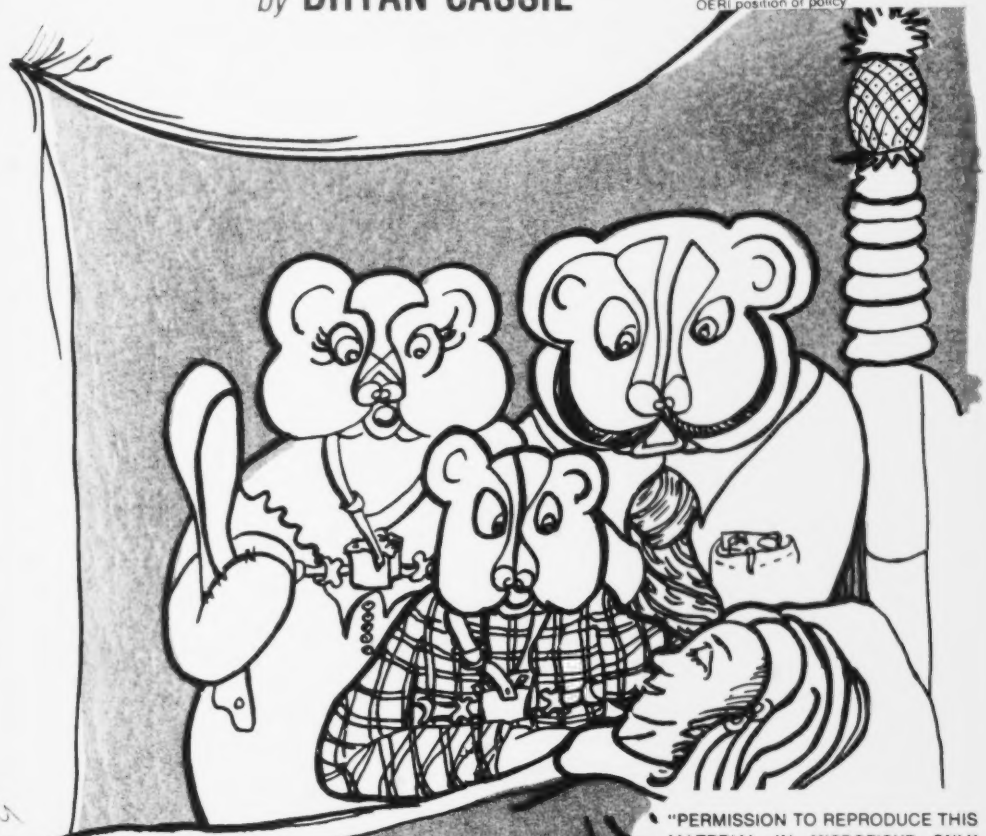

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SIX EASY PLAYS
ESPECIALLY WRITTEN FOR
EDUCATIONALLY HANDICAPPED CHILDREN

Drawings by **M. Orosz-O'Gara**

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PREFACE

Play-acting is very much enjoyed by handicapped children. They can never get enough of it. Unfortunately, plays are not written specifically for them, and this important method of teaching is often neglected.

The words in *"The Three Bears" and Other Plays* are chosen for their simplicity and common usage. The "props" are simple and can be made by the students. The songs and dances are part of the learning and part of the fun. All of the plays have been performed in the classroom.

One dramatic event stands out in my mind. Hannah, an eight-year-old child who had never spoken a complete sentence with understanding, was assigned the part of Goldilocks. We went through the play twice, carefully guiding Hannah through her part. At the third rehearsal, she walked through the three bears' door, after receiving a gentle push in that direction. She then walked up to the table, tasted the imaginary cereal and said, "It is hot."

The class, fully realizing the significance of the occasion, burst into applause. A few children did somersaults. Teachers and children crowded into the room. I am sure Hannah remembers that line to this day. A budding actress was born!

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PREPARING FOR THE PLAY

The play begins before the first reading. The children can help paint, build and color the scenery and "props." They can also begin to practice the songs and dances to be used.

An immediate interest in the play is created by going through the movements of the play at the very first reading. Speech can be developed more fully when the actions are familiar. Once the children are well "into" the play, they will be eager to improve their speech. Children should be assigned different parts at each rehearsal. This, too, maintains interest and expands the vocabulary. They will soon know the entire play and will be able to switch parts easily.

SCENERY

The children love scenery and understand its symbolism immediately. They fill in the gaps very well with their imaginations.

A large room divider is a very convenient surface on which to tack large pictures. It can easily be folded up and put away when not in use.

Sentence chart carriers can be used for additional pictures. These are particularly useful when a child must walk "through" a door or "jump out" a window. He simply lifts up the picture and walks under it.

EXTRAS

There are songs and dances included in the plays. If some of the children do not have speaking parts, this will give them an opportunity to perform. Perhaps other classes would like to participate in this activity.

THE PRESENTATION

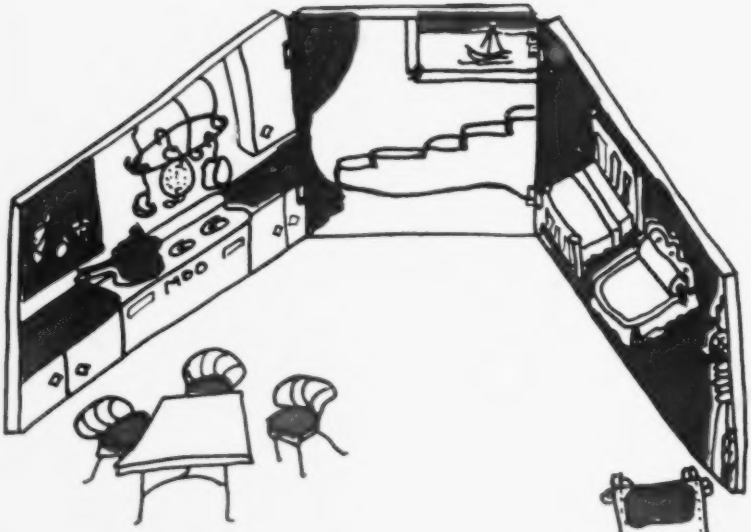
When the children know their lines and are familiar with their actions, it is time to perform. Invite a few people to watch the performance in your classroom. Present the play exactly where you have been rehearsing.

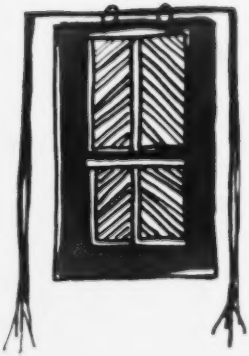
The final performance should be as informal as the past few rehearsals. It may even be necessary to interrupt the play or begin again. It is important not to "wear out" a play by insisting on perfection. The audience will be appreciative in spite of little mistakes and will probably be very surprised by the budding actors and actresses.

THE THREE BEARS

1

SCENERY





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THE THREE BEARS

PROPERTIES

A little table

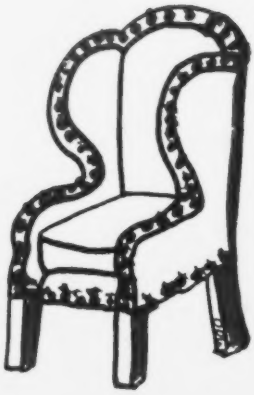
3 chairs of diminishing sizes

A pillow for the middle-sized chair

3 bowls of diminishing sizes

3 spoons

A cot, placed in front of a picture of a bedroom



THE THREE BEARS

THE SONG

The song may be sung by the cast or by a different group. Each character stands as his name is sung.

Fa - ther Bear was a great big bear.
Mo - ther Bear was a mid - dle bear.
Ba - by Bear was a lit - tle, ba-by bear. And they
lived in a house of pink, pink, pink. And they
lived in a house of pink.

THE THREE BEARS

(The narrator holds 4 X 12 cards on which are written the title of the play and the name of each character. As he presents the card and says the name, the character stands up and steps forward. After everyone has been introduced, each character takes his place. Father Bear, Mother Bear and Baby Bear sit at the table. Then each one stands as his name is sung.)

CHORUS: Father Bear was a great big bear.
Mother Bear was a middle bear.
Baby Bear was a little baby bear.
And they lived in a house of pink, pink, pink.
And they lived in a house of pink.

FATHER BEAR *(tasting his cereal):* It is hot!

MOTHER BEAR *(tasting her cereal):* It is hot!

BABY BEAR *(tasting his cereal):* It is hot!

FATHER BEAR: We will go for a walk in the woods.

(They hold hands and go under or around the picture of the door to their house. They walk once around in a circle, sit down and pretend to fall asleep.)

GOLDILOCKS *(Skipping in from the opposite side of the room. Seeing the door, she stops and knocks softly.):* Hello! *(When no one answers, she enters and looks at the cereal.)* M-m-m-m. I am hungry. *(Without sitting down, she tastes Father Bear's cereal.)* It is too hot!

(She tastes Mother Bear's cereal.) It is too cold!
(She tastes Baby Bear's cereal.) It is just right!
(And she eats it all up. She then goes to the chairs. She sits in Father Bear's chair.) It is too hard!
(She sits in Mother Bear's chair.) It is too soft!
(She sits in Baby Bear's chair.) It is just right! *(She falls off the chair and pushes it over. She cries.)* O-h-h-h-h.
(Then her cries become yawns.) I am sleepy. *(She goes to the picture of the stairs. Starting in a semi-kneeling position, she starts walking up the stairs until she is standing upright.)*
(She touches the picture of Father Bear's bed.) It is too hard!
(She touches the picture of Mother Bear's bed.) It is too soft!
(She touches the cot and lies down on it.) This is just right!

NARRATOR: Goldilocks falls asleep. The bears wake up.
(The bears yawn and stretch.)

MOTHER BEAR: Come, Father Bear. Come, Baby Bear. *(They hold hands, walk once around the circle again and back through the door. Father Bear looks at his cereal.)*

FATHER BEAR: Someone tasted my cereal.

MOTHER BEAR: Someone tasted my cereal.

BABY BEAR *(holding up his bowl and turning it upside down)*: Someone ATE my cereal. WAH-H-H-H-H.

FATHER BEAR *(looking at his chair)*: Someone sat in my chair.

MOTHER BEAR: Someone sat in my chair.

BABY BEAR *(looking at his chair, and crying)*: Someone BROKE my chair. WAH-H-H-H-H.

(They climb the stairs the same way Goldilocks did, with Father Bear first, Mother Bear following and Baby Bear last.)

FATHER BEAR *(touching his bed)*: Someone sat on my bed.

MOTHER BEAR: Someone sat on my bed.

BABY BEAR: Someone is SLEEPING on my bed. WAH-H-H-H-H.

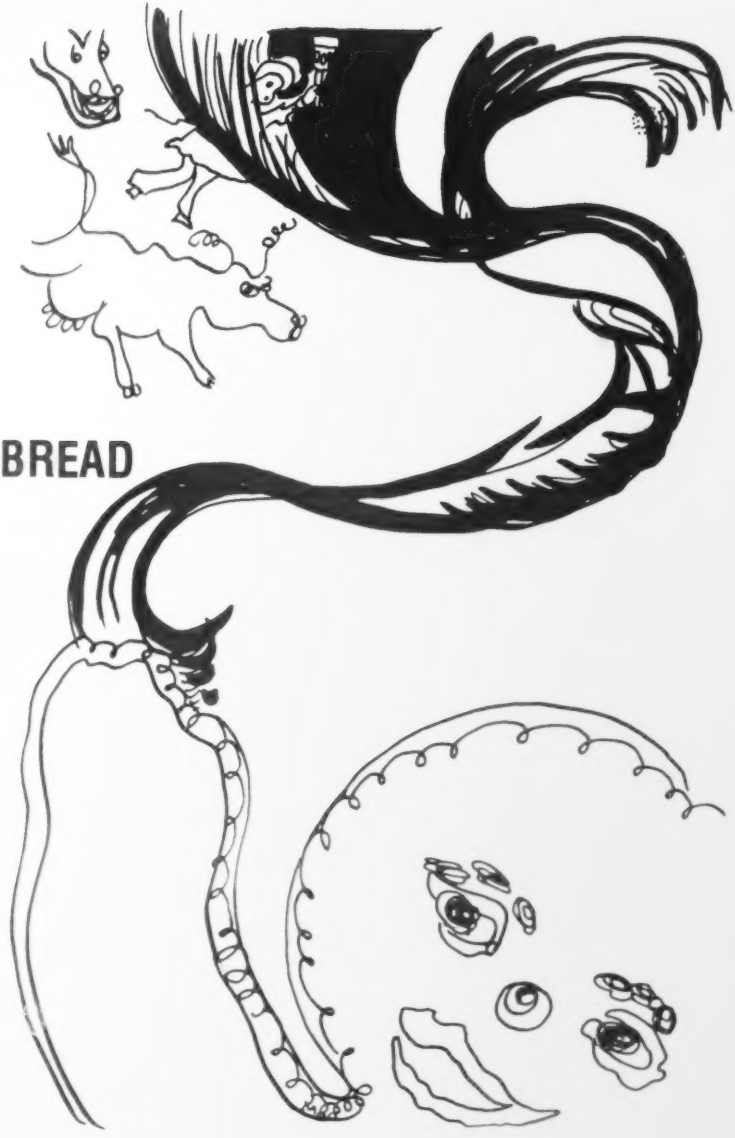
(His cries wake Goldilocks. She sees the three bears looking at her.)

GOLDILOCKS: Oh-h-h-h-h. *She jumps off the cot, and out the window. She runs off the way she entered.)*

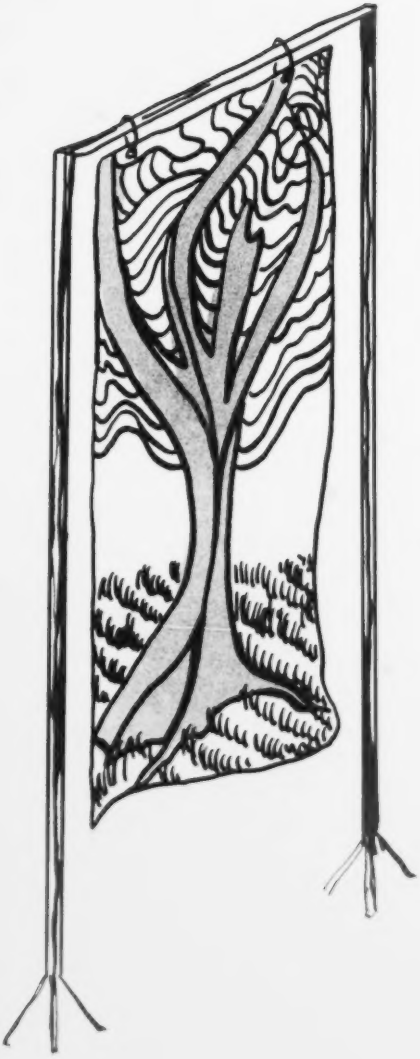
THE THREE BEARS *(waving out the window)*: Goodbye, Goldilocks.

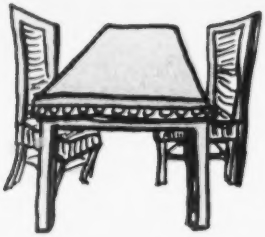
THE END

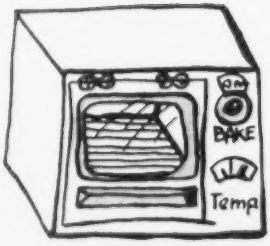
THE GINGERBREAD BOY

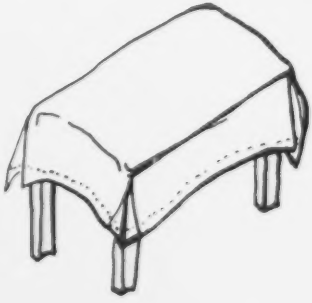


SCENERY









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THE GINGERBREAD BOY

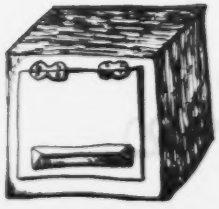
PROPERTIES

Gingerbread boy—picture, cut-out or ornament
Oven made from a large box, with a large "door" that opens
2 tables
2 chairs
Apron for the Woman
Pipe for the Man
2 pictures of trees
Fur cap for the Fox
Pictures mounted on 5 X 5 cards to be hung around the children's necks to identify the characters they play:
- Cow
- Horse
- Fox

Drum

Optional

Brown outfit with a hood for the Gingerbread Boy



THE GINGERBREAD BOY

THE SONG

THE ACTION

The Gingerbread Boy jumps out of the oven when he hears a loud drum beat. He runs about ten feet forward and then begins to run in place. The Man and Woman run to just a few feet behind him and run in place. The drum beats rapidly and they yell, "Stop! Stop!" As the drum beats more slowly, they run in place more slowly, until they drop. The Gingerbread Boy stops and sings his song. He then runs forward a few more feet. The Cow gets up and runs behind him in place, yelling, "Stop! Stop!" This action is repeated until the Gingerbread Boy meets the Fox.

THE GINGERBREAD BOY

(The narrator holds 4 X 12 cards on which are written the title of the play and the name of each character. As he presents the card and says the name, the character stands up and steps forward. After everyone has been introduced, each character takes his place. The Gingerbread Boy is hidden behind the oven. The Cow is sleeping near the picture of the tree. The Horse is under another tree. The Fox is under a table. The Woman and the Man are sitting at the table.)

WOMAN: I will make a Gingerbread Boy. *(She picks up the cookie and adds a raisin button and walks over to the oven and puts it in.)*

MAN: We will work in the garden. *(They get up from the table and move to the side of the room.)*

DRUM: BOM! *(The teacher beats the drum hard, and the Gingerbread Boy jumps out of the oven. He runs forward a few steps and runs in place. The Woman and Man run after him and run in place.)*

DRUM: BOM! BOM! BOM!

WOMAN and MAN: STOP! STOP! STOP!

THE DRUM *(more slowly)*: BOM! BOM! BOM!

WOMAN and MAN: STOP! STOP! STOP!

THE DRUM *(more slowly)*: BOM. BOM.

WOMAN and MAN: STOP! STOP! *(They fall down.)*

GINGERBREAD BOY *(He stops running and sings):* You can never catch me, no matter how fast you run. For I am the Gingerbread Boy, and I'm faster than anyone. *(He runs forward a few feet and runs in place. The Cow wakes up and begins to chase him, running in place.)*

DRUM: BOM! BOM! BOM!

COW: STOP! STOP! STOP!

DRUM *(more slowly):* BOM! BOM! BOM!

COW: STOP! STOP! STOP!

DRUM *(more slowly):* BOM. BOM.

COW: STOP! STOP! *(He falls down.)*

GINGERBREAD BOY *(He stops running, and sings):* I'm faster than anyone. *(He runs forward a few feet. The Horse comes out from under the table and begins to chase him, running in place.)*

DRUM: BOM! BOM! BOM!

HORSE: STOP! STOP! STOP!

DRUM *(more slowly):* BOM! BOM! BOM!

HORSE: STOP! STOP! STOP!

DRUM *(more slowly):* BOM. BOM.

HORSE: STOP! STOP! *(He falls down.)*

GINGERBREAD BOY *(He stops running, and sings):* I'm faster than anyone. *(He begins to slow down. He runs a few steps forward. The Fox comes out from under the table ahead of him. The Gingerbread Boy is barely lifting his feet.)*

FOX: Are you tired?

GINGERBREAD BOY: Yes.

FOX: I will help you. Get on my back. *(The Gingerbread Boy puts his arms around the neck of the Fox, and they walk forward until they come to the table. They go behind the table.)*

GINGERBREAD BOY: Oh!

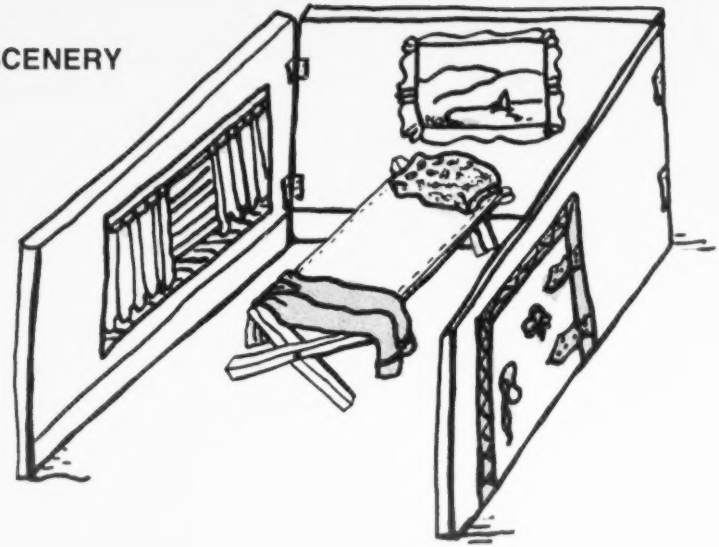
FOX *(coming out from behind the table, rubbing his stomach)*: Ummmmmmmm.

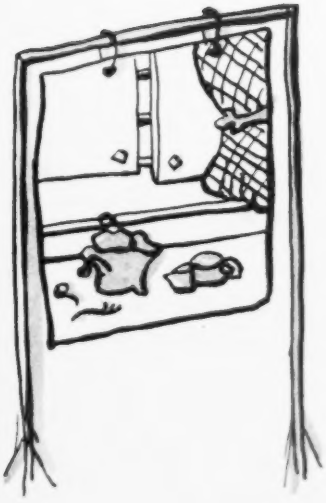
NARRATOR *(stepping forward with a sign)*: THE END—of the Gingerbread Boy.

THE END

LITTLE RED RIDING HOOD

SCENERY





LITTLE RED RIDING HOOD

PROPERTIES

Basket with a handle
Paper flowers
Cot
Blanket
Pillow
Red rain hat and coat for Red Riding Hood
Apron for Mother
Fur hat for the Wolf
Shawl for Grandmother
White mop head for Grandmother
Table

LITTLE RED RIDING HOOD

THE SONG AND DANCE

When the Hunter shoots the Wolf, the Wolf falls down in the center of the room, and the performers make a circle around him.

LITTLE RED RIDING HOOD

(The narrator holds 4 X 12 cards on which are written the title of the play and the name of each character. As he presents the card and says the name, the character stands up and steps forward. After everyone has been introduced, each character takes his place. Little Red Riding Hood and Mother stand near the picture of the kitchen. Grandmother gets into bed. The Wolf hides under or behind a table. The Hunter sits near the audience.)

MOTHER: Grandmother is sick. I made some cookies. Please take them to her. *(She gives Little Red Riding Hood the basket.)*

RED RIDING HOOD: Yes, Mother.

MOTHER: Goodbye. Be careful.

(Little Red Riding Hood walks slowly through the woods–across the room. The Wolf comes out. He makes a gesture that shows he has an idea. Suddenly Red Riding Hood sees him.)

WOLF: Hello, little girl. Where are you going?

RED RIDING HOOD: I am going to my Grandmother's house.

WOLF *(pointing to the paper flowers that are on the ground)*: Look at the pretty flowers.

(As she bends down to look and to pick some, he runs away to Grandmother's house. He pushes Grandmother out of bed and climbs in. Grandmother is hidden from the audience by the bed, or the Wolf can put a blanket over her. Red Riding Hood finishes picking flowers and goes on to the house. She knocks on the door.)

WOLF: Come in.

RED RIDING HOOD: Grandmother, what big eyes you have!

WOLF: I can see you better.

RED RIDING HOOD: Grandmother, what big ears you have!

WOLF: I can hear you better.

RED RIDING HOOD: What big teeth you have!

WOLF: I can eat you better! *(He jumps out of bed. Red Riding Hood runs out of the house, and the Wolf runs after her.)*

RED RIDING HOOD: HELP! HELP!

(The Hunter runs in and shoots at the Wolf.)

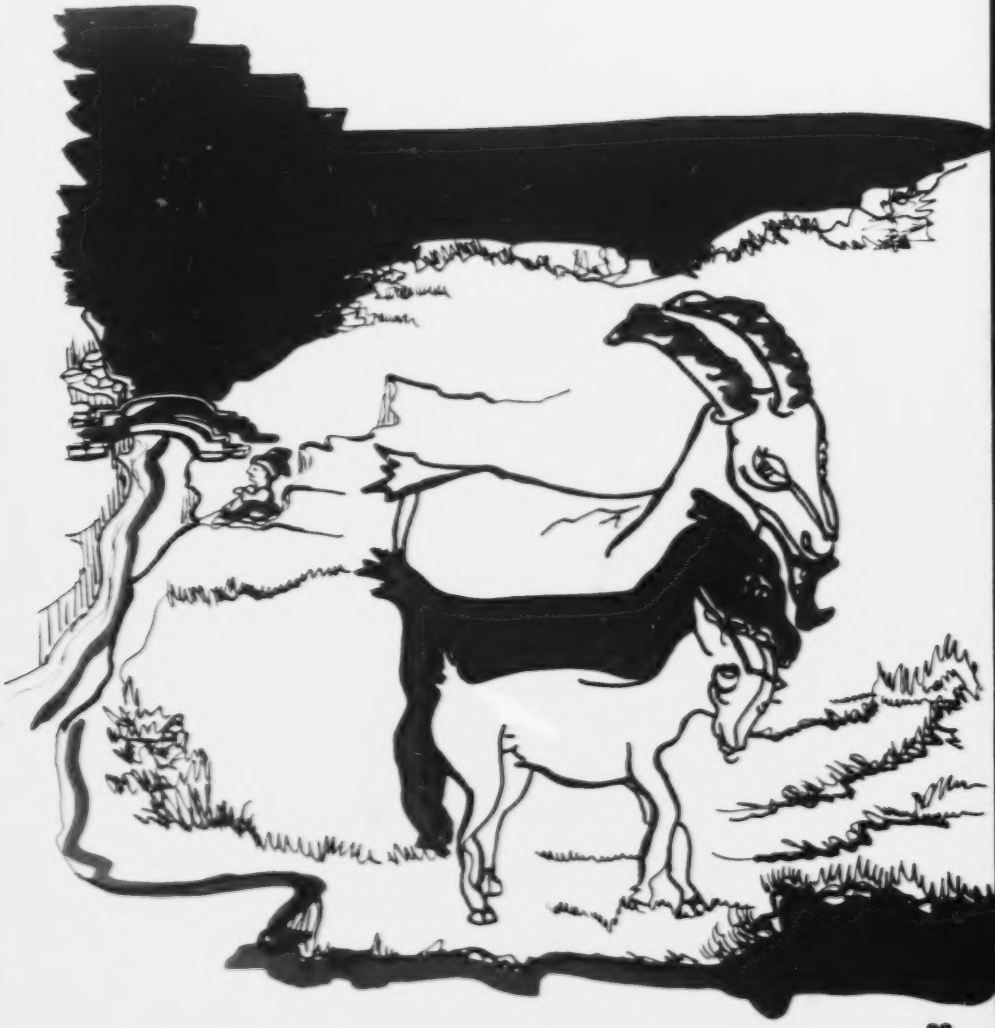
HUNTER: BANG! BANG!

(The Wolf falls down in the center of the room. The cast, including the narrator and any other members of the class, form a circle around the Wolf. They sing and act out the song.)

With my hands, I clap, clap, clap.
With my feet, I tap, tap, tap.
Right foot in, right foot out.
Stamp my feet, and round about.

THE END

THE THREE BILLY GOATS GRUFF



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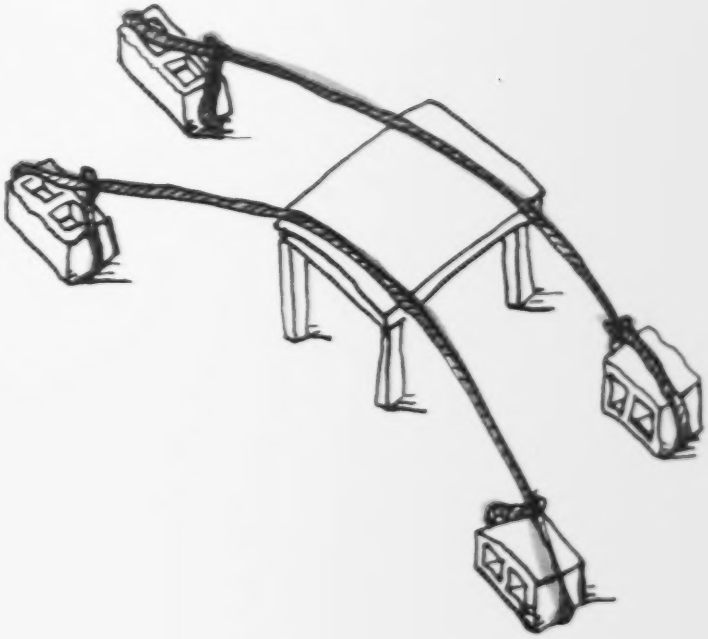
SCENERY



THE THREE BILLY GOATS GRUFF

PROPERTIES

Beards and horns for the Billy Goats (see instructions, pages 27 and 29)

Hat for the Troll

3 different-sized drums

Optional

The script calls for the use of drums, but the teacher may prefer to use different instruments to represent the Billy Goats; for example, a xylophone for the Little Billy Goat, a tambourine for the Middle Billy Goat, a large drum for the Big Billy Goat.

THE ACTION

As the Billy Goats cross the bridge, they are accompanied by appropriate instruments. The children can take turns being in charge of "sound effects."

THE THREE BILLY GOATS GRUFF

(The narrator holds 4 X 12 cards on which are written the title of the play and the name of each character. As he presents the card and says the name, the character stands up and steps forward. After everyone has been introduced, each character takes his place. The Troll takes his place under the bridge.)

NARRATOR: Once upon a time, there were three Billy Goats: Little Billy Goat Gruff, Middle Billy Goat Gruff, Big Billy Goat Gruff. They wanted to cross the bridge to eat grass. A big ugly troll lived under the bridge.

LITTLE BILLY: I will cross the bridge. *(He goes up the steps and walks onto the table.)*

DRUM *(Played fairly softly as he walks across the bridge.)*: Bom . . . Bom . . . Bom . . .

TROLL: WHO IS CROSSING MY BRIDGE?

LITTLE BILLY: It is only I. I want some grass.

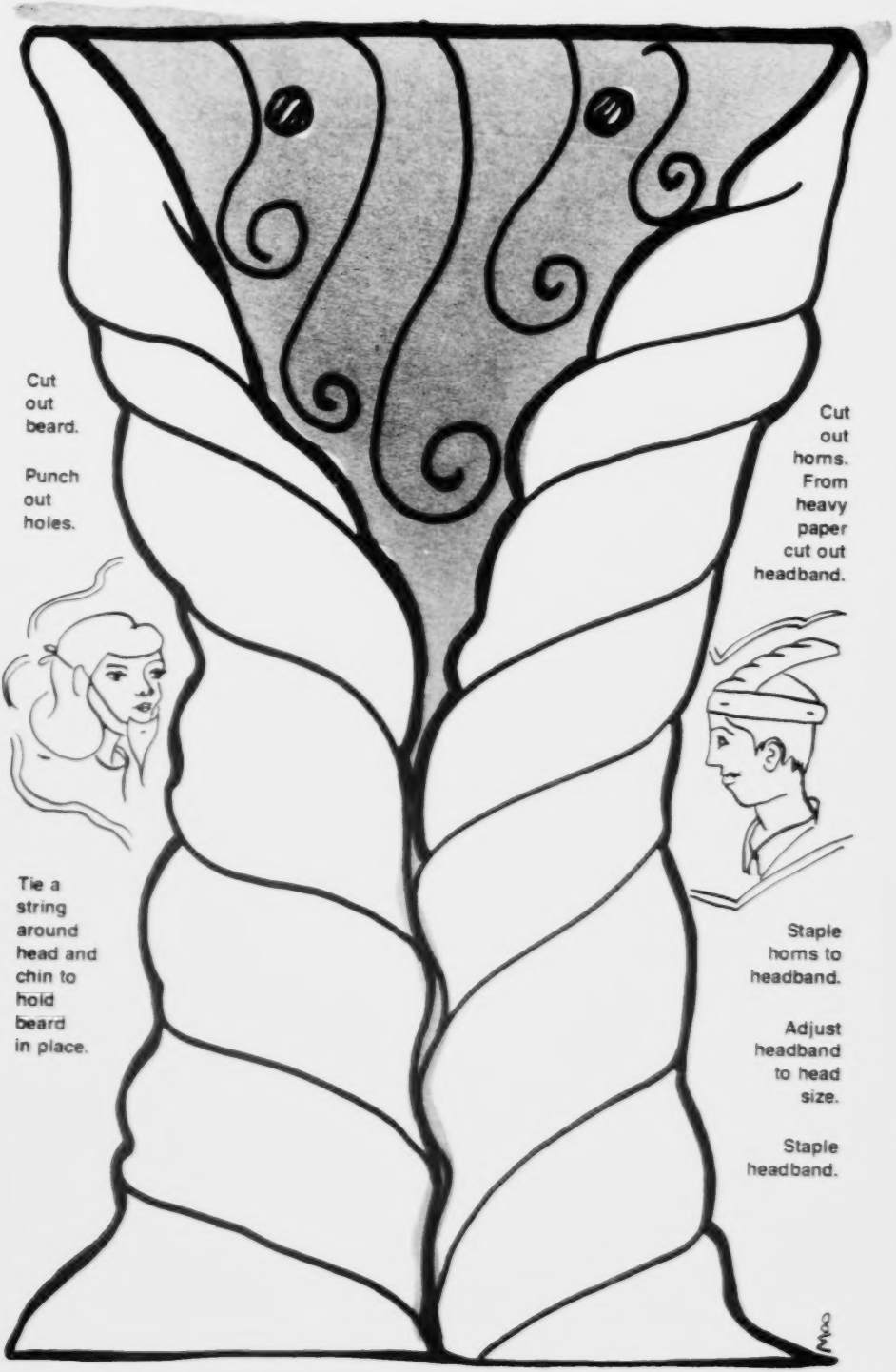
TROLL: I am going to gobble you up. *(He starts to come out from under the bridge.)*

LITTLE BILLY: Oh, no. Please don't take me. I am too little. Wait for my brother.

TROLL: All right. Go on. *(He goes back under the bridge. Little Billy crosses the bridge.)*

DRUM: Bom . . . Bom . . . Bom . . .

(When he reaches the other side, he pretends to eat grass.)


Cut out beard.
Punch out holes.
Tie a string around head and chin to hold beard in place.
Cut out horns. From heavy paper cut out headband.
Staple horns to headband.
Adjust headband to head size.
Staple headband.

Stumps
for Little Billy Goat
Medium Size Horns
for
Middle Billy Goat
Cut out
and staple to
headband.

MIDDLE BILLY: I will cross the bridge.

DRUM *(Played fairly loudly as he walks across the bridge)*: BOM . . . BOM . . . BOM . . .

TROLL: WHO IS CROSSING MY BRIDGE?

MIDDLE BILLY: It is only I. I want some grass.

TROLL: I am going to gobble you up.

MIDDLE BILLY: Oh, no, please don't eat me. Wait for my big brother.

TROLL: All right, go on.

DRUM: BOM . . . BOM . . . BOM . . .

(He goes down the steps and eats grass with his brother.)

BIG BILLY: I will cross the bridge.

DRUM: BOM!!! BOM!!! BOM!!!

TROLL: WHO IS CROSSING MY BRIDGE?

BIG BILLY: It is I. Big Billy Goat Gruff. I want some grass.

TROLL: I am going to gobble you up!

BIG BILLY: Well, come on then!

(The Troll starts to climb onto the bridge, and Big Billy Goat pushes him off. The Troll lies on the ground, and Big Billy crosses the bridge.)

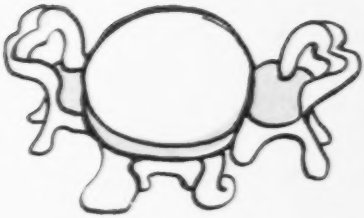
DRUM: BOM!!! BOM!!! BOM!!!

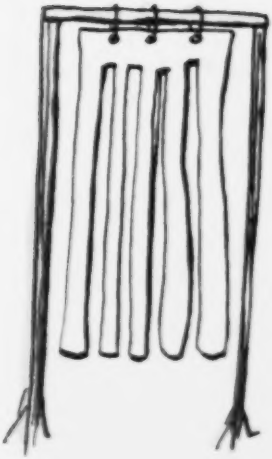
NARRATOR: And they all became fat on the good grass.

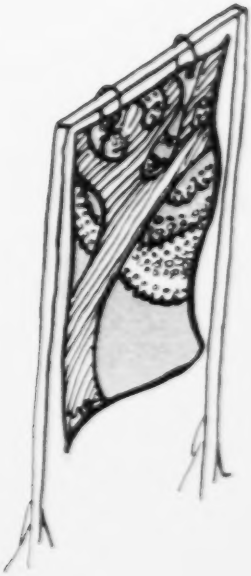
THE END

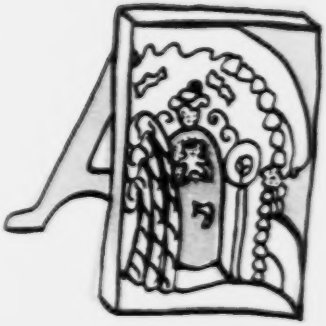
HANSEL AND GRETEL

SCENERY









HANSEL AND GRETEL

PROPERTIES

Apron for Mother
Piece of bread
Small stick
Rubber band
Black hood or cape for the Witch
Pot made out of a large box

Optional

It adds to the fun to have all the girls wear "Gretel" aprons and all the boys wear "Hansel" scarves.

HANSEL AND GRETEL

THE SONG AND DANCE

The song is the same as in "Little Red Riding Hood," but it is performed differently. At the play's happy end, all the cast circle the pot and choose partners (Mother and Father, Hansel and Gretel, the two birds, other members of the class). Each person joins hands with his partner. They skip in one direction around the pot as they sing, "La, la, la, la, la, la, la." They stop, reverse directions and skip back. They face their partners, completing the song and action. The witch looks on from inside the pot.

LA LA LA LA LA LA LA (reverse directions)
LA LA LA LA LA LA LA (stop)
With my hands, I clap, clap, clap.
With my feet, I tap, tap, tap.
Right foot in, right foot out.
Turn a - round, and round a - bout.

HANSEL AND GRETEL

(The narrator holds 4 X 12 cards on which are written the title of the play and the name of each character. As he presents the card and says the name, the character stands up and steps forward. After everyone has been introduced, each character takes his place. Mother and Father sit at the table. Hansel and Gretel sit on the floor near the table. There is a piece of bread on the table. The Birds sit near the wall. The Witch is hidden behind the picture of the house.)

NARRATOR: Once upon a time, there was a woodcutter, his wife, his son, Hansel, and his daughter, Gretel.

FATHER: We are very poor. We have no money.

MOTHER: All the food is gone. We have only this bread. *(She breaks the bread and gives each a piece. Mother and Father put their heads down on the table and fall asleep.)*

GRETEL: Hansel, did you hear that?

HANSEL: Yes. Let us go into the woods and find strawberries.

GRETEL: But we will get lost.

HANSEL: I will drop crumbs of bread and make a path.

NARRATOR: Hansel and Gretel quietly leave the house. They drop crumbs of bread along the way.

(The Birds stand up and follow Hansel and Gretel, picking up the crumbs.)

Two birds come along and eat the crumbs.

(Hansel and Gretel stop by the tree, yawn, sit down and fall asleep.)

The children go to sleep.

(They wake up, stretch and look for the path.)

GRETEL: Oh, Hansel, the path is gone!

HANSEL: We will find the way home. *(They walk very slowly, almost in a circle. They begin to get tired.)*

NARRATOR: They walked for three days.

(The children change directions and begin to approach the Witch's house.)

HANSEL: Look, I see a house!

GRETEL: The house is made of candy, cake and cookies.

HANSEL: Can we eat it?

GRETEL: Yes.

(They start eating the house. The Witch comes out from behind the picture.)

WITCH: Who is eating my house?

HANSEL AND GRETEL: We are very hungry.

WITCH: Come with me. I will give you food to eat.

(They walk past the picture, "into" the house. She hands them imaginary food. Hansel pretends to eat a little, yawns.)

HANSEL: I am sleepy.

WITCH: You can sleep here. I have a bed for you.

(The children lie down on the mat and go to sleep. The Witch comes forward and speaks to the audience.)

WITCH: Ha! Ha! Ha! They don't know that I am a witch. I will make them fat and eat them. Ha! Ha! Ha! *(She goes back and pulls Hansel out of bed and puts him behind the "jail." She wakes Gretel.)*

WITCH: Get up lazy girl. You must cook for Hansel. When he is fat, I will eat him.

GRETEL: I am afraid. *(She goes to the pot and stirs it.)*

HANSEL: I will fool the witch. *(He takes a stick out of his pocket and puts it on his finger with a rubber band.)*

WITCH: Let me feel your finger. *(Hansel puts out the stick.)* You are not fat enough.

NARRATOR: The witch cannot see well. Every day the Witch asks for Hansel's finger. Every day he hands her the stick. In the meantime, the parents are crying at home.

MOTHER: Where is Hansel?

FATHER: Where is Gretel?

(The Birds, who have been standing near the tree, fly back and tell them.)

BIRDS: Hansel and Gretel are in the witch's house.

MOTHER: Show us the way.

(They follow the Birds. They walk a few steps forward and then walk in place so they will not arrive there too quickly.)

WITCH: Hansel is not fat. I will eat him anyway. *(Gretel cries.)* Stop crying. Put your head in the pot to see if the water is hot enough.

GRETEL: I don't know how.

WITCH: You are stupid. I will show you. *(She puts her head in the pot, and Gretel pushes her in.)*

GRETEL: We are free! *(She gets Hansel out from behind the jail.)* Come, Hansel, let's go home.

HANSEL: Look, I see Father!

MOTHER: Hansel! Gretel!

HANSEL and GRETEL: Mother! Father!

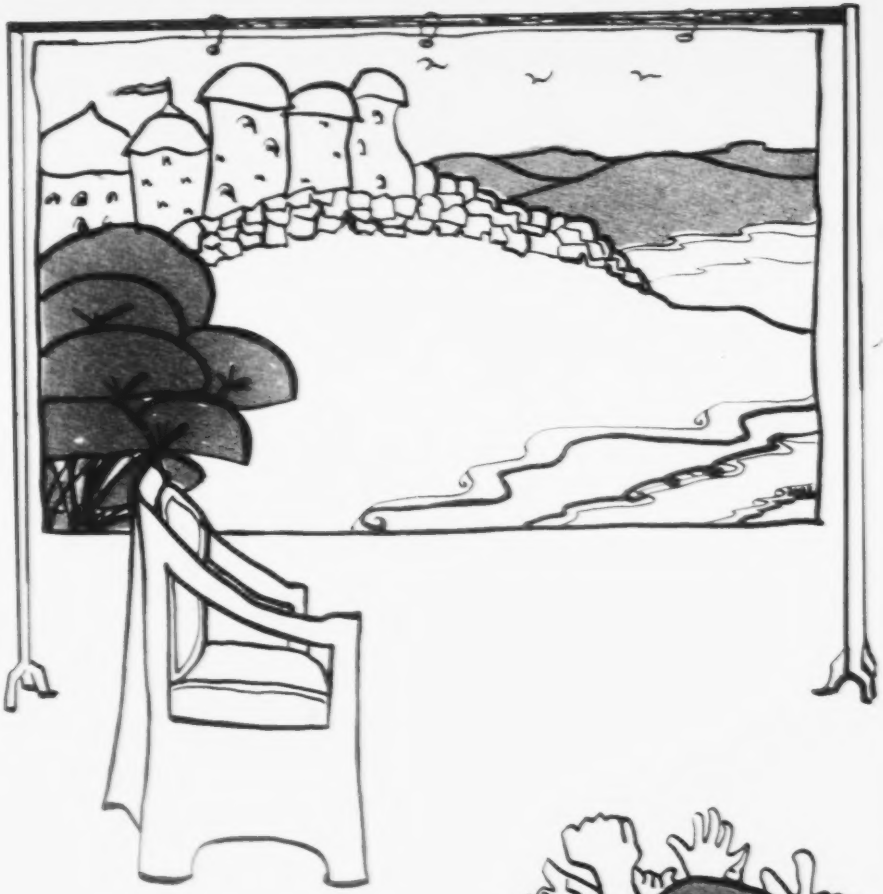
FATHER: Hansel! Gretel! I am so happy.

(They all hug. The entire cast makes a circle around the pot. The Witch has her head sticking out of the pot.)

ALL: La, la, la, la, la, la, la!
La, la, la, la, la, la, la!
With my hands I clap, clap, clap.
With my feet I tap, tap, tap.
Right foot in, right foot out.
Turn around and round about.

THE END

THE PIED PIPER OF HAMELIN



THE PIED PIPER OF HAMELIN

PROPERTIES

Pictures of baby mice mounted on cards
Hat for the Mayor
Colorful shirt for the Pied Piper
Musical instrument for the Pied Piper
Bag of gold

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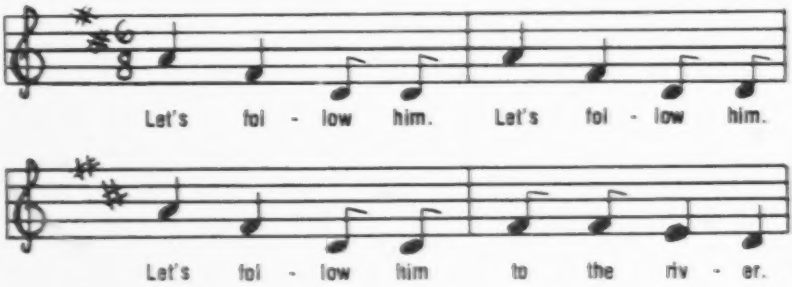
THE PIED PIPER OF HAMELIN

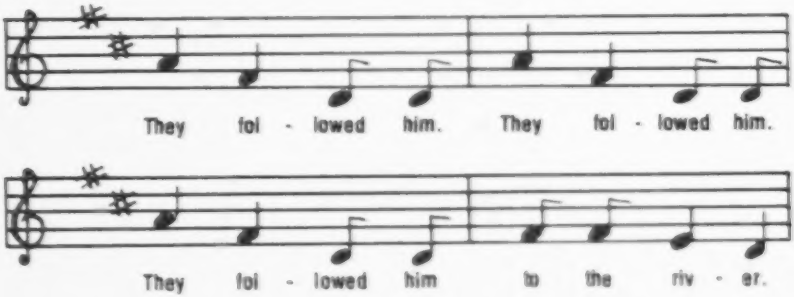
THE SONG AND DANCE

Two age groups may participate in this play. A younger group can be the "little mice" and the children who follow the Pied Piper out of the city. They hold hands and skip after him, circling the room once or twice as they sing.

Mice:



Neighbors:



HOORAY!

THE PIED PIPER OF HAMELIN

(The narrator holds 4 X 12 cards on which are written the title of the play and the names of each character. As he presents the card and says the name, the character stands up and steps forward. After everyone has been introduced, each character takes his place. The Mice sit in one group, the Neighbors and Children in another. The Mayor sits alone.)

FIRST NEIGHBOR *(stepping forward with a sign)*: The Pied Piper of Hamelin.

SECOND NEIGHBOR *(rising and facing the audience)*: The friends and neighbors of Hamelin are very worried. *(All look worried.)*

THIRD NEIGHBOR *(rising)*: The city is full of mice.

(The children wave cards with pictures of mice mounted on them.)

NARRATOR: They go to the Mayor of the city to see what he can do.

NEIGHBORS: Help us! Help us!

MAYOR: I don't know what to do.

ALL: What will we do?

PIED PIPER *(Enters playing his flute. He approaches the Mayor.)*: I am the Pied Piper. I will help you if you give me a bag full of money.

MAYOR: All right.

(The Pied Piper plays; the mice listen, stand up, hold hands and follow him, skipping and singing.)

MICE: Let's follow him.
Let's follow him.
Let's follow him to the river.

(They disappear behind the sheet. The neighbors of Hamelin stand and sing.)

NEIGHBORS: They followed him.
They followed him.
They followed him to the river.
HOORAY!

PIED PIPER *(returning)*: Where is my money?

MAYOR: What money?

NEIGHBORS: What money?

PIED PIPER: Oh. *(He gets an idea and begins to play his pipe. The children of Hamelin listen, stand up, hold hands and start to follow him out of the city.)*

CHILDREN: Let's follow him.

MAYOR and NEIGHBORS: Stop! Stop!

MAYOR: Here is your money.

ALL: HOORAY!

THE END